



TEACHER QUESTIONNAIRE

1. Identifying information:

1.1. School name: _____

1.2. School's EMIS number:

8	0	0	0					
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1.3. Teacher's name: _____

1.4. Teacher's surname: _____

2. Expertise and Experience:

2.1. Age of teacher: _____ years

2.2. Teacher Gender: Male Female

Other

2.3. How many years have you been teaching in total? _____ years

2.4. How many years have you been teaching in the Foundation Phase? _____ years

2.5. Do you hold an HOD or SMT post at this school?

Yes	1	No	2
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2.6. What is the HIGHEST qualification you have completed?

<i>(Please mark one with an "X")</i>	Matric/ National Senior Certificate	Higher Certificate	Diploma	Bachelor Degree	Post Graduate Certificate	Post Graduate Degree	Other
	1	2	3	4	5	6	98

2.7. Is your class a multi-grade class?

Yes	1	No	2
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2.8. Which *other* grades are you also responsible for teaching this year?

<i>(Please mark all that apply with an "X")</i>	Grade R	Grade 1	Grade 2	Grade 4	Other	None
	1	2	3	4	98	0

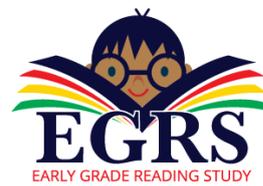
2.9. What is your favourite subject to teach?

<i>(Please mark one with an "X")</i>	EFAL	Home Language	Mathematics	Life Skills
	1	2	3	4

2.10. What language do you mostly speak at home?

<i>(Please mark one with an "X")</i>	isiZulu	Siswati	English	Other
	1	2	3	4

2.10.1 If *Other*, please specify? _____



3. Your Class

3.1. In your current class, how many learners should be in your class every day? _____

3.2. For the previous full week, how many learners on average were absent every day? _____

3.3. On average, how many hours per week do you spend on each of the following non-teaching tasks?

Tasks	None	1 hr or less	1-2 hrs	2-3 hrs	3-4 hrs	More than 4 hrs
3.3.1. Administration	1	2	3	4	5	6
3.3.2. Lesson preparation	1	2	3	4	5	6
3.3.3. Tests / assessment (including marking)	1	2	3	4	5	6

3.4. How much time do you spend on teaching EFAL per week?

(Please mark <u>one</u> with an "X")	1 hour	1.5 hours	2 hours	2.5 hours	3 hours	3.5 hours	4 hours	4.5 hours	5 hours	I don't know
	1	2	3	4	5	6	7	8	9	99

3.5. How much time do you spend on teaching HL per week?

(Please mark <u>one</u> with an "X")	6 hour	6.5 hours	7 hours	7.5 hours	8 hours	8.5 hours	9 hours	9.5 hours	10 hours	I don't know
	1	2	3	4	5	6	7	8	9	99

4. Language teaching and related practices:

4.1.1. Do you use lesson plans for teaching Home Language?

Yes	1	No	2	N/A	99
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(Note to fieldworker: Please enter N/A if the teacher responded "No" in question 4.1.1)

4.1.2. Where do you receive your Home Language lesson plans from?

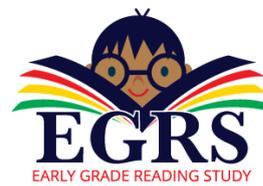
(Please mark <u>one</u> with an "X")	I prepare my own lesson plans	I use prepared lesson plans provided by the province or an NGO	I receive and borrow lesson plans from other teachers in my school	I receive and borrow lesson plans from other teachers at other schools	Other	N/A
	1	2	3	4	98	99

4.1.2. Do you use lesson plans for teaching EFAL?

Yes	1	No	2	N/A	99
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4.1.3. Where do you receive your EFAL lesson plans?

(Note to fieldworker: Please enter N/A if the teacher responded "No" in question 4.1.2)



(Please mark one with an "X")	I prepare my own lesson plans	I use prepared lesson plans provided by the province or an NGO	I receive and borrow lesson plans from other teachers in my school	I receive and borrow lesson plans from other teachers at other schools	Other	N/A
	1	2	3	4	98	99

4.2.1 Do you have graded readers (or small readers) for EFAL group-guided reading in your classroom?

Yes	1	No	2
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4.2.2. How many books do you have?

(Note to fieldworker: Please enter 'No books' in 4.3.2 and 4.3.3 if the teacher responded "No" in question 4.3.1)

(Please mark one with an "X")	1 – 9 Books	10 – 19 Books	20 – 29 books	30 or more	No Books
	1	2	3	4	99

4.2.3. How often do you use them?

(Please mark one with an "X")	Never	Once a term	About once a month	About once a week	Nearly every day	No books
	1	2	3	4	5	99

4.3.1 Do you have graded readers (small readers) for HL group-guided reading in your classroom?

Yes	1	No	2
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4.3.2. How many books do you have?

(Note to fieldworker: Please enter No books in 4.4.2 and 4.4.3 if the teacher responded "No" in question 4.3.1)

(Please mark one with an "X")	1 – 9 Books	10 – 19 Books	20 – 29 Books	30 Books or more	No Books
	1	2	3	4	99

4.3.3. How often do you use them?

(Please mark one with an "X")	Never	Once a term	About once a month	About once a week	Nearly every day	No books
	1	2	3	4	5	99

4.4. How often do you listen to each individual learner reading aloud in Home Language?

(Please mark one with an "X")	Never	Once a term	About once a month	About once a week	Nearly every day	Other
	1	2	3	4	5	98

4.5. How often do you listen to each individual learner reading aloud in EFAL?

(Please mark one with an "X")	Never	Once a term	About once a month	About once a week	Nearly every day	Other
	1	2	3	4	5	98



4.6. Do you group the learners in your class according to their reading abilities during group-guided reading?

Yes	1	No	2
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4.7. How often do you do the following activities in your EFAL literacy lessons?

(Select **one** option in each row)

Activity	Never	Twice a day	Every day	2-4 times per week	Once a week	Less than once a week	Other
4.7.1. Group-guided reading	1	2	3	4	5	6	98
4.7.2. Spelling test	1	2	3	4	5	6	98
4.7.3. Phonics	1	2	3	4	5	6	98
4.7.4. Shared reading	1	2	3	4	5	6	98
4.7.5. Creative writing	1	2	3	4	5	6	98

4.8. How difficult do you find it to perform the following activities?

(Select **one** option in each row)

Activity	Very easy	Relatively easy	Relatively Hard	Very hard	I'm not sure
4.8.1. Group-guided reading	1	2	3	4	99
4.8.2. Phonics	1	2	3	4	99
4.8.3. Shared reading	1	2	3	4	99
4.8.4. Creative writing	1	2	3	4	99

4.10. When teaching a phonics sound, how many times do you repeat the sound during a lesson?

(Please mark one with an "X")	Never	Once	Three times	Five times	Until all learners can repeat it	Other
	1	2	3	4	5	98

4.11. Are there any other programmes/ NGOs that are supporting you this year?

(Please mark all that apply with an "X")	NECT (PSRIP)	Room to Read	Click Foundation	Penreach	Rally to Read	Other
	1	2	3	4	5	98

4.12. What language do you mostly use when teaching Mathematics?

(Please mark one with an "X")	Siswati	isiZulu	English	Other
	1	2	3	4

5. Time and Teaching

5.1. How many days was the school closed during school term-time this year? _____ days

5.2. How many days were you unable to come to school in the third term? _____ days

5.3. Indicate the number of days for each of the reasons provided below.

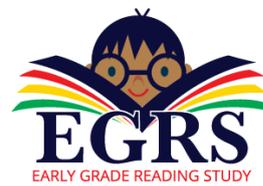
Illness	Personal leave	Teacher training	Official meetings	Protests in area	Union activities	Community memorial	Other
1	2	3	4	5	6	7	99



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5.4.1 Do you stay close to school during the week?

Yes	1	No	2
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5.4.2. How often do you stay somewhere else during the weekend?

(Please mark one with an "X")	Never	Sometimes	Always	Other
	1	2	3	98

5.4.3. Is this place further away from the school than the place you stay during the week?

Yes	1	No	2	N/A	99
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(Note to fieldworker: Please enter N/A in 5.4.3 if the teacher responded "Never" in question 5.4.2)

5.5. How long does it take for you to get to school in the morning on an average Wednesday?

(Please mark one with an "X")	Less than 15 minutes	15 – 30 minutes	31 – 60 minutes	More than an hour	Other
	1	2	3	4	98

6. Continuous Development and Support:

6.1. In the previous year (2018) did you received professional in-service teacher training on how to teach Home Language?

Yes	1	No	2
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6.2. In this year (2019) have you received professional in-service teacher training on how to teach Home Language?

Yes	1	No	2
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6.3. In the previous year (2018) did you received professional in-service teacher training on how to teach English as First Additional Language (EFAL)?

Yes	1	No	2
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6.4. In this year (2019) have you received professional in-service teacher training on how to teach English as First Additional Language (EFAL)?

Yes	1	No	2
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6.5. Do you as teachers have cluster meetings or meet as communities of practice about teaching EFAL?

Yes	1	No	2
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6.6. How often does the following person observe you teach an EFAL lesson?

Person	Never	Once a year	Once a term	Once a month	Once a week	Other
6.6.1. School principal	1	2	3	4	5	98
6.6.2. Head of Department	1	2	3	4	5	98
6.6.3. Subject Advisor*	1	2	3	4	5	98
6.6.4. External coach/ mentor	1	2	3	4	5	98

* That is, any Curriculum Implementers or other designated such officials from the District or Circuit Office

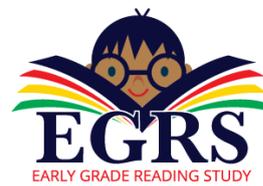
6.7. How often does the following person model an EFAL lesson, or show you how to teach something you struggle with?



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Person	Never	Once a year	Once a term	Once a month	Once a week	Other
6.7.1. School principal	1	2	3	4	5	98
6.7.2. Head of Department	1	2	3	4	5	98
6.7.3. Subject Advisor	1	2	3	4	5	98
6.7.4. External coach/ mentor	1	2	3	4	5	98

6.8. When last did you receive a compliment, or praise, for a lesson you taught well from the following person?

Person	Never	Once this year	Last term	Last month	Last week	In this week	Other
6.8.1. School principal	1	2	3	4	5	6	98
6.8.2. Head of Department	1	2	3	4	5	6	98
6.8.3. Subject Advisor	1	2	3	4	5	6	98
6.8.4. External coach/ mentor	1	2	3	4	5	6	98

7. READING FLUENCY EXERCISE

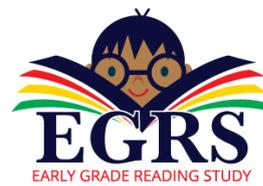
Note to fieldworker: Ask and record if the teacher will be prepared to complete a simple language assessment in English (to be used only for research purposes). It will contain 8 multiple choice items and 2 writing questions and will have a 2-minute time limit.



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7. Are you willing to participate?

Yes	1	No	2
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Note to fieldworker: Administer the language assessment now. Hand the teacher the questionnaire to complete the assessment, explain that s/he has two minutes to complete the task and after two minutes ask for it back.

THE TEACHER TEST IS ON A SEPARATE PAGE THAT THE TEACHER WORKS ON. THE FIELDWORKER THEN INSERTS THE TEACHER’S RESPONSES INTO TANGERINE AFTER THE INTERVIEW IS FINISHED.

For items 1 to 7, the field worker should insert the response (A, B, C or D) and for items 8 to 10 the field worker should use a memo to decide whether the answer is correct or incorrect.

TEACHER TEST RESPONSES

- 1. A,B,C or D, correct response: D
- 2. A,B,C or D correct response: C
- 3. A,B,C or D correct response: A
- 4. A,B,C or D correct response: D
- 5. A,B,C or D correct response: C
- 6. A,B,C or D correct response: B
- 7. A,B,C or D correct response: B
- 8. A,B,C or D correct response: C
- 9. correct = climb

Response options 1 correct 3 incorrect spelling of <i>climb</i> 2 incorrect unrelated word 0 nonresponse
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10 correct = adequate

Response options 1 correct 3 incorrect spelling of <i>climb</i> 2 incorrect unrelated word 0 nonresponse
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Also record:

The last item attempted, any remaining time left over (if this is the case)

(The data-collector completes the remaining information by observing the classroom.)

8. CLASSROOM OBSERVATION

Rate the existence, sufficiency and quality of the classroom infrastructure, facilities and materials as indicated in the table.

(Data collector inserts an "X" in each row. The rating key appears in the table.)



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	Key				☹	☹	☺	☺
	☹	☹	☺	☺				
8.1. Is there a designated reading box / corner library?	None	Small number of books, but old condition	Quite a few books, but disorganised	Well stocked, neatly organised	1	2	3	4
8.2. Is there a reading corner with a carpet, mat (or similar shared reading space) visible in the class?	None	There is a corner but no mat/carpet	There is a small corner with a mat but looks tight	There is a large corner with a mat and looks spacious	1	2	3	4
8.3. Are there story books (not DBE workbooks) in the class?	No story books	1-10	11-30	30+	1	2	3	4
8.4. Can the teacher move around the room comfortably and walk easily between all the desks/tables?	No desks	No, space is tight and not well arranged	Yes, but space is limited and well arranged	Yes, there is ample space	1	2	3	4
8.5. Quality of EFAL wall charts/posters	No EFAL charts/posters	Poor quality, up-to-date, but not relevant	Average quality, up-to-date, and mostly relevant	Good quality, up-to-date and all relevant	1	2	3	4
8.6. Quality of EFAL flashcards	No flashcards	Poor quality, up-to-date, but not relevant	Average quality, up-to-date, and relevant	Good quality, up-to-date and relevant	1	2	3	4

9. DOCUMENT REVIEW

Ask the teacher to select **from the 20 learners** who are being assessed today, **one** of the most proficient learners in her own class. Then request to see all that learner's term 3 and 4 DBE EFAL and HL workbook which will have all the work that the learner has done **up until 25 October 2019**.

9.1. The name and surname of this learner is _____

9.2. The learner's unique Tangerine ID number (on his/her test answer sheet/booklet) is _____

9.3. Please count and record the following work that appears in this learner's term 3 and 4 EFAL DBE workbooks up until 25 October 2019.

Type of content counted	Nr
9.3.1. The overall number of pages on which the learner completed any exercises	
9.3.2. The number of pages on which the learner wrote at least one full sentence .	
9.3.3. The number of pages on which the learner wrote at least one paragraph* .	

* More than two consecutive sentences

9.4. Please count and record the following work that appears in this learner's term 3 and 4 HL DBE workbooks up until 25 October 2019.

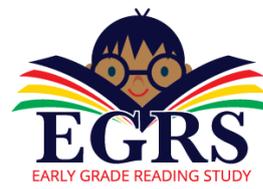
Type of content counted	Nr



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9.4.1. The overall number of pages on which the learner completed any exercises	
9.4.2. The number of pages on which the learner wrote at least one full sentence .	
9.4.3. The number of pages on which the learner wrote at least one paragraph* .	

* More than two consecutive sentences